



The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

**School Vision:** Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

**BSW Mission Statement:** The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

<b>Year/Term</b>	Winter 2020-21 (Term 2) <i>January 14-April 8, 2021</i>
<b>Course Title</b>	SOWK 335: Social Analysis for Social Work Practice
<b>Credit Value</b>	3 credits
<b>Course Schedule</b>	Thursdays, 2:00-5:00PM
<b>Course Location</b>	Zoom in Canvas

Instructor	Office Location	Office Phone	Email address
Antoine Coulombe	231 Jack Bell Building	(604) 822-2703	antoine.coulombe@ubc.ca
<b>Office Hours</b>	Thursdays before and after class; and by appointment		
Teaching Assistant	Office Location	Office Phone	Email address
Karl Urban			

## **PREREQUISITE and/or COREQUISITE**

This course has no prerequisites.

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## **COURSE DESCRIPTION**

This course provides students with an understanding of the foundational concepts and ways racism, capitalism, settler colonialism, globalization, and patriarchy intersect to produce social locations, violence, oppression, and political resistance. By working with various theories, methods and case scenarios, students will become familiar with essential political, social and ideological factors that influence personal and social problems and structural oppressions. In this course, students will learn how to conduct an informed and critical social analysis of the key personal and social factors within structural contexts. As a result, students will be able to develop a progressive theoretical and practice framework within which to approach work with individuals, families, and groups.

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## **COURSE STRUCTURE AND LEARNING ACTIVITIES**

This course incorporates a combination of lectures, large and small group discussions, experiential activities, guest presentations and the use of film and other media.

Student participation is expected, and you are asked to complete the required readings before class. This course seeks to foster a critical pedagogical environment and critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as to reflect on their social locations, including indigenous ancestry/settler status, gender, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and ability. Students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected to achieve a safe and productive learning environment.

Professionalism should be evident in classroom conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the bachelor level. It is the student's responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

## **ONLINE LEARNING STRATEGY**

**Class Time:** Each week, we will engage in live class time for about two hours. In these sessions, we will review the essential aspects of Social Work Analysis for Practice, discuss the main components of this course (CoP, assignments, etc.) and explore different topics with Guest Speakers. You are expected to attend these sessions live, which will allow us to address questions and build knowledge together. However, individuals can listen to recordings of each session if they are unable to participate in these sessions live due to extenuating circumstances.

**Community of Practice (CoP):** Each week, you will meet online with your CoP for about one hour. In these group sessions, you will build rapport, discuss topics relevant to the course, analyze case studies and collaborate on completing assignments.

**Individual Work:** Each week, you will study assigned readings, materials on canvas and complete individual assignments.

**Canvas and Online:** Most of the material for this course will be accessible via Canvas. Each week you will visit Canvas to keep up to date with work to be done and contribute to the course by sharing knowledge and ideas on the course's main Canvas discussion page as well as within each CoP group's page.

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## LEARNING OUTCOMES

1. To examine the theoretical and practice contributions to structural approaches within a historical context.
  2. To recognize how systems of colonialism, capitalism, patriarchy, racism and globalization reproduce structural inequalities around race, gender, class, sexuality, age and ability.
  3. To examine the function of ideology in shaping ways that individual and social problems are constructed, perceived, defined and addressed through practice responses.
  4. To gain the knowledge and skills to analyze critically the social forces and systems that maintain the oppression of individuals and social groups.
  5. To become familiar with a methodology to define social problems within a historical and structural framework.
  6. To critically examine ways of redefining/renaming "social problems" from a structural perspective and making them central to social work.
  7. To reflexively examine personal values and practices that are linked to the maintenance and perpetuation of oppression.
  8. To develop a critical awareness of social location and power within any social work relationship and develop practice strategies that are based on professional ethics and social justice.
  9. To develop a structural theoretical framework for social analysis and social work intervention with individuals, families and groups that integrates critical theory and practice.
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## REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS

Thompson, N. (2020). *Anti-discriminatory practice: Equality, diversity and social justice* (7th ed.). New York, NY: Palgrave Macmillan. – 6<sup>th</sup> edition is also acceptable.

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## ASSESSMENT OF LEARNING:

- **Key concepts in Social Work Analysis** 30%  
In this assignment, within your Community of Practice (CoP), you will study a fundamental concept of Social Work Analysis in-depth, facilitate a discussion on this concept in your CoP and

write a paper.

- CoP Discussion – February 25
- Paper – February 28

• **Social Work Analysis for Practice of Situation** 30%

In this assignment, you will plan and facilitate an analytical discussion with your CoP based on a case study inspired by your practicum (or other). You will also hand in a paper.

- Facilitate discussion - March 11, March 18
- Paper – March 21

• **Social Work Analysis for Practice of Population** 40% April 11, 2020

The purpose of this assignment is to complete an in-depth analysis of a population using ideas and concepts studied in this course and to describe non-oppressive/empowerment social work practices in the context of social work with this population.

\*\*\* A detailed description of the course assignments, rubrics and due dates will be provided to all students on Canvas.

**COURSE SCHEDULE:**

<b>SESSION 1:</b>	January 14, 2021
<b>TOPIC:</b>	Course Introduction and Getting Started
<b>To do before this session:</b>	Review syllabus, visit Canvas, purchase book.
<b>SESSION 2:</b>	January 21, 2021
<b>TOPIC:</b>	Reflection, Reflexivity, Critical Reflection, Critical Reflexivity
<b>To do before this session:</b>	<p>To Read:</p> <ul style="list-style-type: none"> <li>• Morley, Christine (2015). Critical Reflexivity and Social Work Practice, International Encyclopedia of the Social &amp; Behavioral Sciences, 2<sup>nd</sup> Edition, University of Sunshine Coast, Australia</li> </ul> <p>And read <u>one</u> of the following (text will be assigned in session 2):</p> <ol style="list-style-type: none"> <li>1. D'Cruz, H., Gillingham, P. and Melendez, S. (2007). Reflexivity, its meanings and relevance for social work: A critical review of the literature. The British Journal of Social Work, Vol. 37, No. 1.</li> <li>2. Ferguson, H. (2028). How social workers reflect in action and when and why they don't: The possibilities and limits to reflective practice in social work. Social Work Education, 37.</li> <li>3. Thompson, Neil and Pascal, Jan (2012). Developing critically reflective practice. Reflective Practice, Vol. 13, No. 2.</li> <li>4. Yip, K-S. (2006). Self-reflection in reflective practice: A note of caution.</li> </ol>

	<p>The British Journal of Social Work, Vol. 36. No. 5.</p> <p>5. Butler, Avril (2007). Who Do We Think We Are? Self and Reflexivity in Social work Practice, Qualitative Social Work, Vol. 6.</p> <p>To do: Identify definitions and key aspects of your article for discussion in CoP.</p>
<b>SESSION 3:</b>	January 28, 2021
<b>TOPIC:</b>	Power, Privilege, Exclusion, Discrimination, Oppression, Intersectional Identities
<b>To do before this session:</b>	<p>To Read:</p> <ul style="list-style-type: none"> <li>• Thompson, Chapter 1 - <i>Anti-discriminatory practice: Equality, diversity and social justice</i></li> <li>• Tew. J. (2006). Understanding power and powerlessness: Toward a framework for emancipatory practice in social work. Journal of Social Work, Vol. 6.</li> </ul> <p>To do: Observe the different types of oppression, exclusion and discrimination in your practicum populations. Bring examples to discuss with your CoP.</p>
<b>SESSION 4:</b>	February 4, 2021
<b>TOPIC:</b>	Structural, Critical Theories
<b>To do before this session:</b>	<p>To Read:</p> <ul style="list-style-type: none"> <li>• Chapter 2 - <i>Anti-discriminatory practice: Equality, diversity and social justice</i></li> <li>• <b>Chapter One:</b> Situating Structural Social Work Theory, by Peters I., Heather, (2012) Exploring the spaces between theory and practice: A framework to integrate a structural approach and Social Work activities. Ph.D. Thesis, School of Social Work, UBC.</li> </ul> <p>To do: Work on your Key Concepts assignment.</p>
<b>SESSION 5:</b>	February 11, 2021
<b>TOPIC:</b>	Practice Elements: Anti-Oppressive Practice and Empowerment
<b>To do before this session:</b>	<p>To Read:</p> <ul style="list-style-type: none"> <li>• Baines, Donna (2011) An Overview of Anti-Oppressive Practice- Roots, Theories, Tensions. In Baines, Donna (Ed) <i>Doing Anti-Oppressive Practice: Social Justice Social Work</i> (pp. 1- 25).</li> <li>• Chapter 1 (pages 2-12): Wells, L. M., Shera, W., &amp; Canadian Publishers Collection. (1999). <i>Empowerment practice in social work: Developing richer conceptual foundations</i>. Toronto, Ont: Canadian Scholars' Press.</li> </ul> <p>And read <b>one</b> of the following (text will be assigned in session 4):</p> <ul style="list-style-type: none"> <li>• Campbell, C. (2003). Anti-oppressive theory and practice as the organizing theme for social work education: The case in favour, Canadian Social Work Review, Vol. 20.</li> <li>• Tester, F. J. (2003). Anti-oppressive theory and practice as the organizing theme for social work education: The case against,</li> </ul>

	<p>Canadian Social Work Review, Vol. 20.</p> <ul style="list-style-type: none"> <li>Thompson, Neil (2002). Social Movements, Social Justice and Social Work, The British Journal of Social Work, Vol. 32.</li> </ul> <p>To do: Work on your Key Concepts assignment. Prepare key aspects of your article to discuss in CoP.</p>
<b>Mid-term Break</b>	February 15-19, 2021
<b>SESSION 6:</b>	February 25, 2021
<b>TOPIC:</b>	A community of practice discussion: key concepts
<b>To do before this session:</b>	To Do: Work on your Key concept assignment and prepare your CoP discussion.
<b>SESSION 7 – A</b>	3 PM-5 PM Friday February 26
	LGBTQI2S+ and Social Work Workshop
<b>SESSION 7 - B</b>	March 4, 2021
<b>TOPIC:</b>	CoP and next assignment
<b>To do before this session:</b>	Go to Canvas for details.
<b>SESSION 8:</b>	March 11, 2021
<b>TOPIC:</b>	Ability/Disability and CoP Case Study Discussions
<b>To do before this session:</b>	<p>To Read:</p> <ul style="list-style-type: none"> <li>Thompson, Chapter 6 - <i>Anti-discriminatory practice: Equality, diversity and social justice</i></li> </ul> <p>Go to Canvas for details.</p>
<b>SESSION 9:</b>	March 18, 2021
<b>TOPIC:</b>	Gender and Sexism and CoP Case Study Discussions
<b>To do before this session:</b>	<p>To Read:</p> <ul style="list-style-type: none"> <li>Thompson, Chapter 3 - <i>Anti-discriminatory practice: Equality, diversity and social justice</i></li> </ul> <p>Go to Canvas for more details.</p>
<b>SESSION 10:</b>	March 25, 2021
<b>TOPIC:</b>	Green Social Work and Environmental Justice
<b>To do before this session:</b>	<p>To Read</p> <ul style="list-style-type: none"> <li>Thompson, Chapter 7 - <i>Anti-discriminatory practice: Equality, diversity and social justice</i></li> </ul> <p>Go to Canvas for more details.</p>
<b>SESSION 11:</b>	April 1, 2021
<b>TOPIC:</b>	Ageism

<b>To do before this session:</b>	To Read <ul style="list-style-type: none"> <li>Thompson, Chapter 5 - <i>Anti-discriminatory practice: Equality, diversity and social justice</i></li> </ul> Go to Canvas for more details.
<b>SESSION 12:</b>	April 8, 2021
<b>TOPIC:</b>	Integration, Evaluation and Celebration
<b>To do before this session:</b>	Go to Canvas for more details.

## SCHOOL/COURSE POLICIES

### Names and Gender Pronouns

Class rosters are generally provided to the instructor/teaching assistants with students' legal names; however, we are happy to honor your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise us of this as soon as possible so we can ensure use of your correct name and pronouns in this space. If you need general support around this issue, please also be aware that *Trans and Gender Diversity at UBC* can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. (<https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>)

### Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and creation of accountability measures for monitoring implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of any form of discrimination and racism and that welcomes and respects different worldviews, ways of knowing and social locations.

### Attendance

The attendance policy is in the student handbook on page 11.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the School of social work student handbook.

## Late assignments

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. When agreed with Instructor, assignments submitted after the deadline with no documentation will be penalized by five percentage point per day.

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## LEARNING RESOURCES

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

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## UNIVERSITY POLICIES

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at <https://senate.ubc.ca/policies-resources-support-student-success>

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## LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: View overall class progress; Review statistics on course content being accessed to support improvements in the course; Track participation in team discussion; Assess your participation in the course.

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## COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. It is not permitted to record classes, unless permission has been granted by the instructor.

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**UBC GRADING CRITERIA:**

<b>UBC GRADING CRITERIA</b>			
<b>Letter Grade</b>	<b>Percent Range</b>	<b>Mid-Point</b>	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.